DOCUMENT RESUME

ED 238 639 RC 014 511

| | |
|---|---|
| AUTHOR | Vela, Jesus, Jr. |
| TITLE | A Suggested Management System for Secondary Migrant Counselors. |
| INSTITUTION | Education Service Center Region 1, Edinburg, Tex. |
| PUB DATE | Jul 81 |
| NOTE | 63p.; For related document, see RC 014 510. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Career Guidance; Conflict Resolution; Counseling Objectives; *Counseling Services; Counselor Client Relationship; Counselor Performance; *Counselor Role; Group Activities; Group Counseling; Individual Counseling; Interpersonal Communication; Migrant Education; *Migrant Programs; *Migrant Youth; Parent Counseling; Positive Reinforcement; Questionnaires; *School Counselors; School Guidance; Secondary Education; *Secondary School Students; Student Financial Aid |
| IDENTIFIERS | *Time Management |

ABSTRACT

A suggested management system for secondary migrant counselors is the second part of a guide to help migrant counselors meet the special needs of migrant students. It includes a list of counselors' competencies and suggested calendars of academic, vocational, and social activities. Competencies include organizing pre-registration and registration activities, setting up orientation programs, communicating effectively, coordinating and evaluating testing, implementing counseling sessions, screening scholarship applicants, writing recommendation letters, providing financial aid information, collecting data for student records, and serving as a resource person. A second part gives a yearly academic calendar and explanations of major activities, e.g., registration, parent counseling, and testing. The third section lists counselors' duties in the vocational domain and gives a calendar of vocational activities (including needs assessment, career centers, visitation, National Vocational Week) and explanations of calendar items. The fourth part provides a calendar and explanations of counselors' social responsibilities (staff development, conflict management, coping skills, and others). The final section contains brief concluding remarks. Appendices provide guidelines for parent-teacher conferences, group counseling meetings, ice-breaker activities, and communicating with parents; explain why schools' task is to kiss frogs; discuss self-concept building for students and teachers; and give student forms. (MH)

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ED238639

# A SUGGESTED MANAGEMENT SYSTEM FOR SECONDARY MIGRANT COUNSELORS

TEXAS MIGRANT INTERSTATE PROGRAM
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## INTRODUCTION

Phase I of the Migrant Counselor's Guide is a collection of information about the migrant student, migrant education, and migrant counselor.

Phase II is a more detailed, specific managing process for migrant counselors to meet the specialized needs of migrant students. It includes a list of secondary school counselors' competencies and a suggested calendar of activities in the academic, vocational, and social domain.

# PART I

## SECONDARY SCHOOL COUNSELORS' COMPETENCIES

A secondary counselor in trying to meet the needs of the student must possess and exhibit certain competencies. Some of these competencies are listed below:

- To organize for pre-registration (orientation on graduation requirements, credits, and course selection) and registration activities (public announcements, staff registration assignments, schedule distribution, and schedule changes).

- To set up orientation programs for each grade with emphasis on graduation requirements and school board policies as stated in the student handbook.

- To communicate effectively through oral or written language with administrators, faculty, and the community.

- To coordinate, administer, and evaluate testing.

- To implement and manage individual and/or group counseling sessions with students.

- To plan field trips, assemblies, and career fairs.

- To interview, screen, and select scholarship applicants.

- To write letters of recommendation for scholarship, employment, and college applicants.

- To provide information on the different types of financial aid available and to help fill out financial aid forms.

- To interview teachers and/or peer tutors for employment recommendation in the extended day and tutoring migrant programs.

- To provide innovative ideas and techniques by reading professional materials, participating regularly in workshops, and belonging to professional groups.

- To collect data and maintain student records.

- To serve as a resource person.

- To evaluate migrant counseling components.

# PART II

## SUGGESTED YEARLY CALENDAR---ACADEMIC

| AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|---|---|---|---|---|
| · Registration<br>· Meetings<br>· Job Descriptions<br>· In-Service | · Orientation For All Grades<br>· PSAT/NMST Orientation<br>· Migrant Tutorial Program<br>· Migrant Late Entry Policy (p. 24 in Counselor's Guide)<br>· A.R.D. Meetings<br>· Parent Conferences<br>· Individual Counseling<br>· Group Counseling<br>· Migrant Conference (Subject To Yearly Change) | · Testing<br>· Six Or Nine Weeks Progress Reports<br>· General Information Services (GIS)<br>· Classroom Visitations<br>· T.P.G.A. | · Career Fair | · Parent's Night<br>· Semester Changes<br>· PSAT/NMST Results<br>· Financial Aid Workshops |

| JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|---|---|---|---|---|
| · Posting Of Grades<br>· Senior Averages<br>· Financial Aid<br>· Pre-Registration Orientation<br>· Notification Of Early Migrant Withdrawals | · Secondary Credit Exchange (pgs. 25-27 Counselor's Guide)<br>· Screening Of Senior Applicants For Local Scholarships<br>· Pre-Registration<br>· T.A.B.S. | · Pre-Registration<br>· Standardized Achievement Tests<br>· Public School Week | | · Guidance Week<br>· Tests Interpretation<br>· Migrant Program Evaluation<br>· Awards Assembly<br>· Graduation Activities<br>· Summer School Applications<br>· Post Final Grades<br>· Finalize All Records<br>· Mail Transcripts To Colleges<br>· Prepare Fall Schedule<br>· Updating College Catalog Library |

## EXPLANATION OF CALENDAR---ACADEMIC DOMAIN

### AUGUST

- Registration

  Schedule distribution

  Schedule changes

  Schedule new students to district

  Pass out Migrant and Title I Eligibility Forms

  Pass out student handbooks

- Meetings with Administrators, Counselors, Faculty, and Interstate Program Directors

  Enrollment procedures

  Scheduling

  Secondary Credit Exchange Program Referrals
  (Refer to pages 25-27 in the Migrant Counselor's Guide)

- Knowledge of Counseling Component and Job Description

  Counselor should familiarize himself with counseling component whether minimum foundation (regular), Migrant, or vocational.

### SEPTEMBER

- Orientation

  Graduation requirements and school board policies for all grades as outlined in student handbooks

  Dissemination of information---colleges, tests, vocational, armed services, scholarships, etc.

- PSAT/NMST Orientation

  All eligible and interested juniors receive test information

- SAT/PSAT Workshop

  Offered by SAT to provide information about college entrance exams

- Migrant Tutorial or Extended Day
  (Refer to page 28 in the Migrant Counselor's Guide)

  Teacher and/or peer tutors are interviewed and recommended for hiring by the migrant counselor

- Migrant Late Entries (Refer to page 24 in the Migrant Counselor's Guide)

- Admissions, Review, Dismissal (ARD)

  Meetings held to comply with state mandates for adaptive education students (special education)

- Parent Conferences (Appendix A)

  Home visits

  Telephone or Mail contact
  - Grades--progress reports
  - Graduation requirements
  - Discipline
  - Correspondence courses
  - Program information
    - Drop-out prevention program
    - Extended day or tutorial program

- Individual Counseling

  Students' interest inventory

  Academic and/or personal

  Referrals to school services and/or community agencies

- Group Counseling

  Pre/post group session forms

  Small group sessions of no more than eight may be held to deal with such topics as value clarification, improvement of study habits, and classroom attitudes, etc. (See Social Domain Calendar)

OCTOBER

- Testing (Refer to page 20 in the Migrant Counselor's Guide)

  PSAT/NMST

  Standardized achievement tests

  Armed Services Vocational Aptitute Battery (ASVAB)

- Open House

  Provide parents and teachers the opportunity to meet and evaluate student's progress

- General Information Services (GIS)

  Computer program offered through the regional education center designed to provide students with information on colleges, career opportunities, and vocational programs

- Classroom Visitations

  To observe student behavior

  Classroom presentations (See calendar of Social Domain)
  - Migrant eligibility
  - Testing information
  - College information
  - Graduation requirements

NOVEMBER

- Career Fair

  Students receive first hand information about careers from professionals

DECEMBER

- Parent's Night

  Financial aid information for parents of seniors

- Late Entry Policy Terminated

  (Refer to page 24 in the Migrant Counselor's Guide)
  Some school districts have set late enrollment policies for migrant students who are entering school for the first time during the academic year, ie. in a local district, migrant

students entering school on or after December 2nd do not receive first semester credit if they have not been previously enrolled in school elsewhere.

· Financial Aid Workshops

(Refer to pages 45-47 in the Migrant Counselor's Guide) Presented by local university to provide information about sources of financial aid

· PSAT/NMST Results

Evaluation of PSAT scores to juniors

· Second Semester Schedule Changes

JANUARY

· Posting of First Semester Grades

A counselor is designated to each grade level to post first semester grades

· Calculating Senior Student Averages

Although this might be the responsibility of the school registrar, some counselors are responsible for determining rank of seniors

· Financial Aid Information

Senior counselors work with seniors in providing information about different sources of financial aid

· Pre-registration Orientation

Some schools begin as early as January with classroom presentations on course selection, academic plans, and graduation requirements

· Notification of Possible Migrant Early Withdrawal

(Refer to page 24 in the Migrant Counselor's Guide)

FEBRUARY

· Secondary Credit Exchange Program Referrals

(Refer to pages 25-27 in the Migrant Counselor's Guide)

- Screening of Qualified Senior Applicants for Local Scholarships

  i.e. LULACs, American Business Women Association, Jaycees, and Rotary

- Texas Assessment of Basic Skills Testing (T.A.B.S.)

- Pre-registration

  Some schools begin as early as February to schedule juniors, sophomores, and freshmen for the following school year

MARCH

- Standardized Achievement Testing

MAY

- Test Interpretation

  Standardized achievement test
  T.A.B.S.

- Awards Assembly

  Recognition of scholarship recipients and honor students

- Guidance Week

  Recognition of school counselors

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# PART III

## THE DUTIES OF THE MIGRANT COUNSELOR IN THE VOCATIONAL DOMAIN

The duties of the migrant counselor in the vocational domain will consist of the following:

- Will work with administrators, teacher, employers, and other counselors for effective dissemination of occupational information to migrant vocational students
- Will assist the vocational counselor in the selection, administration, and interpretation of test instruments used in assisting students in making career choices
- Will assist the vocational counselor in the identification of migrant students who may benefit by enrolling in vocational education
- Will work with administrators, counselors, and vocational teachers in providing for orientation of migrant students relating to vocational offerings of the school
- Will assist the vocational counselor in providing a job-placement program for students completing occupational courses
- Will assist in individual vocational counseling of migrant students
- Will assist the vocational counselor at "feeder" schools to explain vocational programs to prospective migrant vocational students.*

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* Guidance Handbook. Donna I.S.D., 1976-77, p.41.

SUGGESTED YEARLY CALENDAR---VOCATIONAL DOMAIN

| AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|---|---|---|---|---|
| · Registration | · Orientation<br>· Needs Assessment<br>· Individual Counseling----------><br>· Career Center In Library----------> | · Testing<br>· Open House<br>· General Information Service (GIS)----------><br>----------><br>· Student Inventory of Guidance Awareness | · Visitations By Students/Faculty | · Second Semester Schedule Changes<br>----------> Until May<br>----------> Until May<br>----------> Until May |

| JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|---|---|---|---|---|
| · Second Semester Schedule Changes<br>· Financial Aid----------> | · Testing (T.A.B.S.)<br>----------><br>· National Vocational Week<br>· Visitations By Students/Faculty<br>· Pre-registration | · Testing<br>----------><br>· Public School Week<br>· Vocational Competitive Events----------><br>· Career Day | ----------> | · Evaluation Of Counseling Component<br>----------><br>· Updating Files |

19

20

## EXPLANATION OF CALENDAR---VOCATIONAL DOMAIN

### AUGUST

- Registration

  To assist with schedule changes

  To screen late entry migrant vocational students

  To work with district and out-of-district transfer migrant vocational students

  To assist in providing up-dated class rosters for all migrant vocational students

  To assist with identification of migrant vocational students who were enrolled in vocational classes in the Secondary Credit Exchange Programs

  To assist in the preparation of an outline explaining every vocational course offered

### SEPTEMBER

- Orientation

  Orient students to school setting

  Identify co-op migrant vocational students eligible to remain in the program or to be channeled back to the regular program

  Inform students on vocational classes cut-off date

  Disseminate career and occupational materials

  Have class presentations about vocational technical schools, colleges, and armed services

- Needs Assessment

  Conduct needs assessment

  Develop counseling objectives and timeline based on needs assessment

  Individual counseling (Refer to page 15 in the Migrant Counselor's Guide)

- Career Centers

  Audio-visual activities about specific career opportunities are provided under the direction of the vocational counselor

OCTOBER

- Testing

  Standardized achievement test

  Armed Services Vocational Aptitude Batter (ASVAB)

- Open House

  Visitation by vocational students' parents to view exhibits and projects

- General Information Service

  Computer program offered through regional service center, designed to provide students with information on colleges, career opportunities, and vocational programs

- Student Inventory of Guidance Awareness

  Evaluate the effectiveness of the school's counseling program by students (Refer to Appendix D, pages 64-65 in the Migrant Counselor's Guide)

NOVEMBER

- Visitations

  Tour of vocational facilities by students and teachers

JANUARY

- Financial Aid

  Information provided to seniors on the types of financial aid sources available

FEBRUARY

- National Vocational Week

  Career fairs

  Class visitations

- Testing

  Texas Assessment of Basic Skills (TABS)

· Pre-registration

Some schools begin as early as February to schedule juniors, sophomores, and freshmen for the following school year

Interview and select students for vocational programs

MARCH

· Career Day

Students receive first hand information careers from professionals

MAY

· Up-dating Files

List of eligible vocational students for following school year

List of vocational graduates for follow-up study

# PART IV

## SUGGESTED YEARLY CALENDAR--- SOCIAL

| AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|---|---|---|---|---|
| · Staff Development | · Orientation<br>· Individual Counseling ----------><br>· Group Counseling or Class Presentations Building Self-Concepts in Students and Teachers | ----------><br>:Developing Self Concepts ----------><br>· Parent Conferences ----------><br>· Home Visits | ----------><br>·Developing Communication Skills ----------><br>----------> | ----------> Until May<br>·Conflict Management<br>----------> Until May |

| JANUARY | FEBRUARY | MARCH | APRIL | MAY |
|---|---|---|---|---|
| · Group Counseling Value Clarification---- | :Decision Making ----> | :Problem-Solving ----> | ·Coping Skills ---------- | ·Wrap-Up and Evaluation |

EXPLANATION OF CALENDAR---SOCIAL DOMAIN

AUGUST

- Staff Development
  - Frog Kissing (Appendix B)
  - Building Self Concepts in Students and Teachers (Appendix C)
  - Feelings About Self (Appendix D)
  - Accentuate the Positive (Appendix E)

SEPTEMBER

- Orientation Sessions for Students
  - Define counselor's role and how it differs from teachers' and administrators' roles

- School Environment
  - Physical setting condusive to counseling--e.g., private places, growing plants, colorful posters, etc.
  - Give "confidential" feedback to faculty

- Individual Counseling (Refer to page 15 and Appendix F pages 67-68 in Migrant Counselor's Guide)
  - Student interview form (Appendix F)
  - Individual questionnaire (Appendix G)
  - Piers Harris Self Concept Scale

- Group Counseling and/or Class Presentations
  - Ice breaker activities (Appendices H-K)
  - Developing positive classroom behaviors (Appendix L)
  - Class privileges questionnaire (Appendix M)
  - Improving study habits (Filmstrips on Studying for Success are available from EyeGate. Testing, Testing, Testing available from Guidance Associates)



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OCTOBER

- Parent Conferences (Refer to Appendix A and Appendix N)

DECEMBER

- Conflict Management (Appendix O)

JANUARY

- Value Clarification in Counseling

  Group counseling model (Appendix P and Appendix Q)

MARCH

- Problem Solving Model

  Define the problem behaviorally
  Identify alternative solutions
  Evaluate the cost and benefits of each alternative
  Select and implement the best solution

APRIL

- Coping Skills

  Divorce
  Death and Dying

MAY

- Wrap-Up and Evaluation

  Post Test with Group Sessions Forms (Appendix G) or
  Piers Harris Self-Concept

# PART V

## CONCLUDING REMARKS

The greatest challenge for migrant counselors is to provide effective counseling and guidance programs (which will combat the psychological and social factors that have prevented the migrant student from staying in and graduating from high school). The efforts of this committee were directed providing the migrant counselor with a management system which would help him in encouraging the migrant student to stay in school, to participate in vocational programs, and to accept himself as a worthy individual.

# APPENDIXES



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APPENDIX A

## PARENT-TEACHER CONFERENCES *

Be friendly and start with a favorable or friendly remark.

Sit facing parent...not behind desk.

Listen.

Listen for feelings.

Listen without showing alarm, disgust or disappointment.

Try to put yourself in parent's shoes.

Find out how parent sees the child, school and YOU.

Emphasize child's strengths and abilities.

Know what the child has done in previous years.

Have sample of child's work to show, if possible.

Ask parents for other strengths and abilities.

Describe performance as precisely as possible in terms parents can understand.

Child's behavior is the result of many variables.

Give parents chance to make comments or ask questions.

Ask for their help and cooperation.

Emphasize that the child will progress faster if home and school work together.

Accept parent's suggestions whenever possible.

Discuss other teachers, students, and parents only positively.

DON'T be defensive.

DON'T argue.

DON'T criticize parents about their effectiveness as parents.

DON'T dwell on any of the child's inadequacies that can't be changed by direct modification.

Close interview positively

Treat information confidentially.

## SOME QUESTIONS YOU MAY WANT TO ASK THE PARENT*

What is your child's reaction to school?

How is his health? Does he have any emotional problems?

How does she/he spend time after school? What are his hobbies, special interests and abilities?

How and where does he do his homework?

What is his response to rules and responsibilities at home?

What type of discipline works best with him at home?

## SOME QUESTIONS THE PARENT MAY ASK YOU*

What is my child's ability level?

Is he working up to his ability?

What group is he in? Why?

How is he doing in mathematics (reading, science, etc.)?

May I see some of his work?

What books is he using?

Has she/he shown any special interests or abilities?

Does he get along well with his classmates?

Does he participate in group activities?

Has he shown any leadership qualities?

Does he obey you?

---

*Consulting, Counseling, Coordination, Helping Elementary Teachers with their Guidance Roles. Harlendale I.S.D. San Antonio, Texas.

APPENDIX B

## POSITIVE APPROACHES TO DROPOUT PREVENTION

### FROG KISSING

"Ever feel like a frog? Frogs feel slow, low, ugly, puffy, dropped, pooped. I know. One told me. The frog feeling comes when you want to be bright but feel dumb, when you want to share but are selfish, when you want to be thankful, but feel resentful, when you want to be great, but are small, when you want to care, but are indifferent."

"Yes, at one time or another each of us has found himself on a lily pad floating down the great river of life, frightened and disgusted, too froggish to budge."

"Once upon a time there was a frog. But he really wasn't a frog. He was a prince who looked and felt like a frog. A wicked witch had cast a spell on him. Only the kiss of a beautiful maiden could save him. But since when do cute chicks kiss frogs? So there he sat, an unkissed prince in frog form. But miracles happen. One day a beautiful maiden grabbed him and gave him a big smack. !CRASH! !BOOM! !ZAP! There he sat, a handsome prince! And you know the rest. They lived happily ever after."

"So what is the task of schools? TO KISS FROGS, OF COURSE!"

Anonymous

APPENDIX C

## BUILDING SELF CONCEPTS IN STUDENTS AND TEACHERS

### PEOPLE PRODUCE MORE WHEN THEY ARE HAPPY

--People are happier when their feelings are respected and their ideas are recognized as valuable.
--People are more likely to stay with a job for a longer period of time if they are happy.
--A team has greater potential for effective planning and coming up with solutions than just one person.
--People are more commited to plans of action when they participate in the decision-making process.
--Making work an exciting experience improves performance and production.

Please consider the following questions as they relate to your school. As you answer, keep looking for ideas that might make your school a better place for your students and teachers. Who knows? We might end up wishing for school on Saturday!

### RELATING

____Do we welcome and greet each other at the beginning of the day or in class?

____Do we share our feelings with each other? (laughter, anger, excitement, enthusiasm, sadness, happiness, boredom?)

____Do we usually say good bye to each other at the close of the day or class?

____Are we sensitive to, and do we take into account, how each is feeling on a particular day?

____Do we take special note of everyone's birthday and other special occasions? (even principals have birthdays!)

____After absences, do we show each other that we're glad to be together again?

____Do we talk <u>with</u> each other, not just at each other?

____Are times arranged when we can talk privately?

____Do we practice courtesy and civility with each other?

_____Do we accept small irritations as normal, and not as personal insults?

_____Do we touch each other, by shaking hands or giving a pat on the back?

_____Do we stive to avoid expressions and actions which are offensive to members of other groups?

_____Do we allow for times of silence and thought?

_____Are the physical surroundings as attractive as we can make them?

_____Do we use name-tags when we want to learn names?

_____Do we treat each other the way we treat our friends?

_____If there is a need to correct one another, do we avoid correcting in front of people?

ASSERTING

_____Are we free to question each other's opinions?

_____Do we all participate in decision-making activities?

_____Is everyone encouraged to speak up for his own ideas?

_____Does everyone take part in planning what takes place in school?

_____Do we encourage each other to demonstrate special talents, abilities, interests?

_____Do we act in ways that say we trust each other?

_____Can we tell the difference between making mistakes and personal failure?

INVESTING

_____Do we encourage each other to try new things and join in fresh activities?

_____Do we encourage cooperation and collaboration?

_____Do we give each other the opportunity to make mistakes without penalty?

_____Do we all work together to make what happens in school as exciting and interesting as possible?

_____Do we encourage each other's expression and imagination in class?

_____Is there opportunity for everyone to be active and natural?

COPING

____Do we all take joy in each other's successes?

____Do we all help each other to succeed?

____Does everyone keep a special watch for those who might need a special boost?

____Are successes determined by comparing present progress with previous effort?

____Can we all write? (Remember, we speak prose all the time!)

____Are we aware that group prejudices and antagonisms might be reinforced by homogenous or ability grouping?

Each of the above questions gives some valuable tips on how we can work to build good feelings in teachers and students.

Our choices about how we behave are important to others, but they are vital to ourselves, for they determine what we are becoming.

When we choose good ways to relate, assert, invest, and cope, then "wishing for school on Saturday" may become a reality.

YOU HAVE DIFFICULTY HEARING ANOTHER WHEN----

--The views expressed are different from yours

--It is not easy to follow the thoughts expressed because the vocabulary is not known to you

--The person is telling you something you do not want to hear

--It sounds like the same "old record"

--You are anxious or feel threatened

--You are so concerned with providing an answer you cannot attend

--You place higher values on some personal thoughts than the idea the person is trying to express

--You believe you may have to admit an error

--You sense a discrepancy in what the speaker says and his actions or true feelings

--You sense you will have to become involved in an action or make a commitment which you do not prefer

APPENDIX D

## FEELINGS ABOUT SELF

1. If he does not make friends easily, pair him with another child having the same interests.

2. Have students draw and talk about situations which make them angry. Then list specific things they can do to cool off. The students should make the suggestions.

3. If a child has trouble expressing himself, have him tell what he did during recess or lunchtime as soon as he returns to school, while his memory is still fresh and when the task is simple.

4. Encourage the child with a problem of expressing himself verbally to write about an activity which has just taken place. Have him attempt to verbalize what he is writing in the diary.

5. Have a discussion with the child. Try to help him discover ways in which he might help another child and provide the opportunity for this to happen.

6. During discussions of feelings, have children pantomime sadness, happinesss, etc. for better understanding.

7. Promote child-initiated discussions of how children feel in various situations. Set aside a time when the group may discuss any phase of their feelings and emotions.

8. When a child shows positive behavior and control and finds acceptable outlets for aggressiveness, heap praise upon him and let the rest of the class know about it.

9. When a child becomes angry, attempt to put the child's feelings into words when the situation occurs (e.g. "You feel angry when you can't have the game when you want it."). Ask the child, "What is it you want to say?" Personalize aggressive behavior (e.g. "How would you feel if Joe pushed you?" etc.).

10. Have the children write or dictate stories about themselves. Some topics might be: When I Grow Up; What I like to do Most; My Favorite Experience; Something I'd Like to Have.

11. Let the child keep lists of the problems he has overcome and work he has successfully completed so that he can see his progress more easily.

12. If he feels left out and worthless, have the student become responsible for something the class thinks important.

FEELINGS ABOUT SELF (CONTINUED)

13. Have the student make a list of things that make him important. Have him develop areas if there are few. (e.g. caring for someone, doing a job well, helping someone in need of help, being a good friend, etc.)

14. Have the disadvantaged student find individuals who have been successful despite having come from the same background as his own.

15. Make sure the student works at tasks that he can successfully complete. Only the worst kind of human being destroys a student by forcing him to work at tasks he cannot possibly perform successfully.

16. Try a game you might call "Turtle". Develop the idea that sometimes the best course of action is to pretend you don't hear if others are teasing you. Only students who do not think much of themselves tease others.

17. Plan activities that will let each child's strong points come out (e.g. singing, drawing, a special collection, etc.).

18. Hang a full-length mirror in the classroom and post questions beside the mirror so each student can check himself on hair, hemline, neatness, colors, and other points the class decides are important to good appearance.

19. Help the child to develop a self-evaluation checklist. Indicate growth as the child learns new things. Help the child to look at his strengths and weaknesses in relation to the task demanded of him in school and in work in the future.

20. Meet with each student privately at least weekly. Discuss his progress. Help him work out possible goals for the coming few days. Reward meaningfully and appropriately for the previous success.

21. Ask a child to be the special friend of a child with a problem. Help both evaluate the relationship.

22. Find an area where the child can perform better than a classmate or find a child in another room he can help. Make this an important, advertised activity.

23. Plan an activity for the child which gives him an opportunity to demonstrate what he has accomplished in a particular area of interest.

24. Observe difficult child's behavior. Acknowledge each positive act loudly and clearly to the class and to others in the school. When behavior is negative, try to ignore it and try to help other children ignore it. When behavior cannot be ignored, try to control the child with the least amount of attention possible. Speak softly, control quickly.

FEELINGS ABOUT SELF (CONTINUED)

25. If student is not otherwise motivated or feels negatively about himself, develop a reward system as an incentive to learn. This may be permission to play a game, work on his project, have a candy, etc. Gradually remove the external incentives to build internal incentive system.

26. At appropriate times praise each student's efforts on a personal one-to-one basis. If you do not feel you can praise, you probably cannot help that student.

27. Ask the child to choose a task for which he will act independently and be responsible (e.g. collecting money, suggesting how a game might be organized, etc.); reward the behavior appropriately.

28. Show affection and positive attention for the child who will not respond initially. Do not punish for lack of reaction. It will take a long time to get responses even under the best conditions.

29. Teach a game or give directions for doing something to one child - something the child and the class want to do. Then have the child teach or explain to the class.

30. Stop-and-talk game. Players form a double circle and walk around each other. At the signal, each two standing side by side must start talking about an announced topic (e.g. favorite TV program, favorite sport). Continue to show how easy it is to talk and carry on a conversation.

APPENDIX E

## ACCENTUATE THE POSITIVE

### I. FOCUSING ON YOU

Share with your partner the following:

A. Positive personal attributes

1. two physical qualities I like in myself
2. three personality qualities I like in myself
3. one talent or skill I like in myself

Have your partner share the same with you.

**********

Share with your partner the following:

B. The development of your positive self-concept through:

1. two most satisfying achievements
2. two most growth-producing relationships (meaningful, happiest, pleasurable)

Have your partner share the same with you.

**********

Share with your partner the following:

C. Present situation - I feel most positive about myself when:

1. I'm doing
2. I'm with
3. I'm at

Have your partner share the same with you.

**********

Share with your partner the following:

D. Create a situation (in fantasy) in which you are at your best.

Have your partner share the same with you.

**********

II. FOCUSING ON YOUR PARTNER

Share with your partner the following:

A. One

1. Physical feature that he/she has that you really like
2. Personality trait that you really like.
3. Talent or skill that you really like.

Have your partner share the same with you.

**********

Share with your partner the following:

B. A fantasy you have about him/her being at his best.

1. Where?
2. Doing what?

Have your partner share the same with you.

**********

Share with your partner the following:

C. One positive thing that you are feeling toware him/her right now.

Have your partner share the same with you.

**********

D. Record your feelings, your thoughts, your memories, and your partner's feedback from these experiences. Keep for good reading on a "bummer" day.

APPENDIX F

STUDENT INTERVIEW FORM

NAME _____ DATE _____
last first

1. What would you rather do? Check 3 by order of preference

_____ office work
_____ medical work
_____ law enforcement work
_____ teacher
_____ musician
_____ business work
_____ heavy machinery work
_____ farm work
_____ factory work

write in any others you might want to do.

_____
_____
_____

2. Have you ever thought of going to college? _____yes _____ no
3. Have you ever thought of joining the Armed Forces? _____yes _____no
4. Do you have any hobbies? _____

_____

5. Are you satisfied with grades you make? _____yes _____no
6. If your grades are not satisfactory to you, who or what do you blame?

_____

7. Which people do you like? _____police _____salesman
_____teacher _____truck driver
_____parent _____mechanic

8. What do you like about school? _____
( 2 things or reasons) _____

9. Is there something about school you don't like? _____

_____

APPENDIX G

INDIVIDUAL QUESTIONNAIRE

1. I particularly like people who _____

_____

2. I'm regarded by most people as _____

3. Strangers make me feel _____

4. If you ask me _____

5. I believe that _____

_____

6. In a new situation I usually _____

7. When I'm thirsty, I think I'll be _____

8. I feel really happy when _____

_____

9. I feel sad when _____

10. What makes me furious is _____

_____

11. When I'm in trouble I turn to _____

12. What I like best about school is _____

_____

13. What makes me anxious is _____

_____

14. If there were no grades, I'd _____

15. If I think a teacher doesn't like me, I _____

_____

16. When there is no right answer, I feel _____

_____

17. What embarasses me the most is _____

_____

18. I learn best when _____

_____

# "Introducing Us"

**Facilitator and Student Introductions**

A1 **Description:**
Three ways for facilitator and students to learn each other's names and a little bit about one another.

**Objectives:**
to allow students to warm up to the teacher, to each other and to the class

**Procedure:**
Tell the students that you would like to know them and you'd like for them to get to know you and each other. Explain that the activity you have in mind (one of the three below) will begin the process by allowing everyone to hear everyone else's name and a little information about each person.

Explain that they'll probably feel somewhat awkward and embarrassed at times during the activity, especially when they are the one who's being introduced. Let the students know that you consider these feelings very natural and normal. Tell them they can giggle and laugh as much as they like. Tell them, "We'll all feel ridiculous and embarrassed together—and we'll go through the introductions anyway."

*First strategy.* Ask the students to pair off and form dyads with students they don't know, taking pencil and paper with them. Their task is to interview each other. In the interview each should learn the following information about the other: name, age, grade, favorite hobby or activity, and something that has made the interviewee proud. Tell the students that they will have five minutes to interview each other.

Then call the class back together. Standing, each dyad member introduces his/her partner to the rest of the class and shares with the class the information gained through the interview. (Be sure to participate in this activity.)

*Second Strategy.* As in the first procedure, the students form dyads and interview each other, writing down the information gained about their partners and being sure to include the student's name and sex. After the interviews have been completed, the papers are passed in, and the class is brought back together.

At this point you enthusiastically read each paper to the class, but withhold the student's name until you have read all the information listed. Allow the students to guess who it is. Then ask, "Will the real (Juan Solis) please stand up?" (Introduce yourself at some point before, during, or after this activity.)

*Third Strategy.* Students in turn get up, stand by their seats, and face the class. Then they introduce themselves, saying their name, age, grade and special interests. Before sitting down they say one word that describes how they are feeling right at that moment. (You take your turn first.)

Note:
Making name tags available to the students during the first few class sessions may help them get to know each other.





For your notes:

A good time to do these activities is during first 2 weeks when students are changing classes and administrative matters continue to arise that conflict with regular teaching process. At this time these exercises will help break the ice by acquainting you with the students and them with each other.





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# "Communication Stoppers"

**Role-Playing and Discussion**

A4 **Description:**
The facilitator and student volunteers demonstrate various communication stoppers via role-playing. The class is then divided into groups so everyone can experience the communication stoppers. The class discusses their impact on positive, effective communication.

**Objective:**
to focus students' attention on how certain behaviors block communication in situations that involve interpersonal contact

**Time needed:**
one or more class periods

**Materials needed:**
chalkboard and chalk

**Demonstration Procedure:**

1. Set the mood for the activity by posting the following list on the board or chart paper for the students to see when they enter the classroom:
   interrupting (butting in)
   confronting (attack)
   dominating (word avalanche)
   judging ("This is good"... "That's bad"... "She's wonderful"... "He's awful"... etc.)
   advising ("If I Were You...")
   interpreting (putting words in someone else's mouth)
   probing (getting nosy)
   putting down (all of the above plus name-calling, criticizing, etc.)
2. Begin the activity by asking the students to think about what title they would give the list on the board. Write their suggestions on the board and discuss them briefly. Tell them that the title you have for the eight items listed is "The Communication Stoppers," and suggest that they, as a class, investigate to see if these behaviors do have the effect of stopping communication. It is important that this discussion loosen up the students, so do your best to make it enjoyable.





Then explain that you would like to demonstrate each one of these behaviors briefly. Ask for volunteers who are willing to talk to you, either from their seats or in front of the class, while you respond with one of the eight communication stoppers. Tell them that they can talk about anything—their favorite movie or television show, their views on school, the future, a controversial issue, etc.

Let the students know you are aware that it takes courage to do this in front of the class and that you would appreciate it very much if they would volunteer. In the event no one volunteers, ask a student who comes across to you as being very secure and able to speak openly, to be first. After you have the student's permission and he or she begins to speak, respond with one or more of the eight communication stoppers. Demonstrate the behaviors for as long as the student is willing to attempt further communication. When the student gives up, ask him or her, "How are you feeling right now?" (Despite the fact that this has been a role-play situation, the feelings of frustration will in many cases be strong ones.) The natural release of laughter, which is bound to occur at this time, will help to dissolve the tension you and the students will be feeling, so encourage it.

Ask the class which communication stoppers they think you were demonstrating. When they guess one, underline it, and then ask them several questions about the behavior to elicit discussion. *These discussions are the heart of the activity.*

**Triad Procedures:**

After you have demonstrated a couple of the communication stoppers, have participants form teams of two. Have team members decide who will be "A" and who will be "B".

A's are to move their chairs into groups of 4 with their backs to each other.

B's are to form an outer circle with chairs facing their partners.

Announce to the entire group, that A's are going to share with the B's (for 1 minute) on a topic you will announce in a few minutes.

To the B's, say that while their partners are trying to talk to them they are to respond with the "communication stoppers" specified by you.

After 4 innings, partners will exchange seats for the second round of the activity.

**ROUND I**

**Inning I**
A's Topic: "Something I'm Looking Forward To."
B's Role: Interrrupting (Note: it is helpful to ask B's to stay in their seats.)

As each communication stopper is introduced, you as the leader might want to elaborate as to how the person role playing the communication stopper can be most effective.

At the end of one minute, stop the process and have B's (the outside circle) stand up and move one seat to the left (clockwise).

**Inning II**
A's Topic: "Something I Admire in a Friend."
B's Role: Confronting
Stop the process after 1 minute and have B's move one seat to the left.

**Inning III**
A's Topic: "Something I'm Proud Of."
B's Role: Putting down, criticizing
Stop the process after 1 minute and have B's move one seat to the left.

**Inning IV**
A's Topic: "What I Like Most About this Class"
B's Role: Dominating
A4 At the end of 1 minute, have A's and B's exchange seats so that B's now face out and A's face in.

ROUND II

**Inning I**
A's Topic: "A Decision I Need To Make." (Warn A's to keep it simple, i.e. what they plan to have for lunch, etc.)
B's Role: Give advice or solutions.

**Inning II**
A's Topic: "Something About Me I'd Like to Change."
B's Role: Ask probing questions: "Why would you do that?" "Did you have a bad childhood?"

**Inning III**
A's Topic: "Something that Makes Me Sad."
B's Role: Judging

**Inning IV**
A's Topic: "How I've Felt During this Activity."
B's Role: Interpreting

**Discussion Questions:**
1. What effect did interrupting (or any of the other communication stoppers) have on the person trying to communicate?
2. What were the confronting (or the other communication stoppers) statements made in your conversation?
3. Has this ever happened to you?
4. How did you feel?

**Additional Comments:**
Communication stoppers are almost always inappropriate in a circle session and are also not helpful in many other situations.

Sometimes we know it when we are using communication stoppers, but *very often we do not.* Becoming aware of communication stoppers can help us gain more control over their use.

There are other communication stoppers, too, and many are nonverbal. Ask the class to think of others. As they are named, write them on the board and briefly discuss each. Ask the students, *"How do you feel when someone laughs at, sneers at, or ignores you, etc.?"*

**Variation:**
The activity may also be done effectively by teacher-student, student-student role-playing of each communication stopper followed by an extensive class discussion on each of the behaviors and their effects on positive communication.

---

For your notes:

# "Listening Triads"



**Dyad Sequence, Feedback and Discussion**

A5 **Description:**
Students interact verbally in triads. One member acts as an observer, making note of communication helpers and stoppers using the Listening Observation Grid. Speakers and observers alternate positions. A class discussion follows.

**Objectives:**
to give students an opportunity to learn and practice positive communication skills with one another in a setting that combines challenge with fun. This activity should follow "The Communication Stoppers" in order to offer specific behavioral alternatives of a positive nature.

**Time needed:**
one class period

**Materials needed:**
*Yo Puedo Experience Sheets* entitled *"Dear Student"* that coordinate with this unit.

**Procedure:**
1. Descriptions and demonstrations:
   a. This activity follows on the heels of "The Communication Stoppers" activity. Announce that we have already discussed the positive impact of silent, attentive listening and the negative effects of communication stoppers on communication. Now we are going to explore some positive alternatives to communication stoppers. Begin this discussion by talking about the importance of nonverbal behaviors such as eye contact, attentive body posture, and pleasant voice inflection. Then write the word "paraphrasing" on the board and tell the students that this is a technique that helps people communicate with one another. It is especially useful when someone has a problem of some kind and you want to help that person explore the problem and find a solution. Explain that paraphrasing can also be used to let someone know you are really listening, or to clarify information.
   b. Next, explain how the technique works. Describe paraphrasing as verbally reflecting to the speaker his/her ideas or thoughts in your own words. The speaker says something, then you give her/him the gist of what s/he said.
      Demonstrate before the class once or twice by asking a student to respond to the topic, *"Something That Bugs Me."* Paraphrase his/her statements, carrying out the demonstration until you have paraphrased the student at least four times. Then ask the group, "What did you see me do?" They will respond by describing in their own words what paraphrasing is. (If you don't think it is clear to everyone after one demonstration, do another.)
   c. Point out to the group that sometimes this technique is called mirroring because it is a verbal reflection of what you heard the speaker say. Emphasize how the use of this technique—
      —helps people to be more verbally descriptive, and
      —helps people who are bothered or concerned about something to arrive at their own resolutions.

**Listening Observation Grid**

| | 1st minute | 2nd minute | 3rd minute |
|---|---|---|---|
| Communication Helpers: | | | |
| Silent listening | | | |
| Paraphrasing | | | |
| Attentive body posture | | | |
| Pleasant tone of voice | | | |
| Good eye contact | | | |
| Communication Stoppers: | | | |
| Interrupting | | | |
| Advising | | | |
| Proving | | | |
| Confronting | | | |
| Judging | | | |
| Interpreting | | | |
| Dominating | | | |
| Putting down | | | |

Comments:



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ARTEMIA J

A5

Point out that this technique is successfully used by counselors and therapists whose basic premise is that people have inside of them rational solutions to their own problems. The function of the counselor is simply to help clients reach their own conclusions through the use of techniques such as paraphrasing.

2. The triads:
   a. Preparing for the triads:
      Before breaking the class into triads distribute the *Yo Puedo Experience Sheets* entitled *"Dear Student"* that coordinate with this unit, and ask the students to find the "Listening Observation Grid," which is included at the end of the experience sheets.*
      Explain to the class that when they are in triads, they will have a chance to be speakers, listeners and observers. As observers, they will make check marks on the observation grid which will help them give the listeners feedback regarding their use of communication helpers and stoppers. Take time to discuss the various categories listed on the grid, reviewing what they are and eliciting examples:
      Observers will place marks in the appropriate boxes as communication helpers and/or stoppers occur within the first, second, and third minutes of the interactions between the speaker and the listener. Observers may also make general comments to the listener regarding his/her communication responses to the speaker.
   b. The triads:
      After all the foregoing explanations, if you are sure that everyone understands paraphrasing and the grid completely, then tell the group, "Okay, let's try paraphrasing and effective listening. Get into triads (groups of three) with two people you don't know very well yet. Sit close together, but as far away from the other triads as you can so you can hear each other." Allow time, about one to two minutes, for the formation of the triads. (If you have one or two students left over, ask them to be extra observers for one or two of the triads).
   c. As soon as the triads are formed, ask students to decide among themselves who will be the speaker (A), listener (B), and observer (C) for the first round. Allow about 30 seconds. Check to make sure all of the students know which role they will fill in the first round. Now proceed clearly and deliberately to explain the following:

**Round 1**

1. *Speaker (A).* For four minutes talk about "Something That Bugs Me." Share something that you wouldn't mind having these two people in your triad know about, something which will keep you talking for at least four minutes.
2. *Listener (B).* Respond to the speaker, using paraphrasing and the other communication helpers, while attempting to avoid the stoppers.
3. *Observer (C).* Focus on the listener's verbal and nonverbal reponses to the speaker. Mark the grid in the appropriate spaces as communication helpers and stoppers occur during the first three minutes. Use the fourth minute to complete the grid with general comments for the listener.
4. *Feedback.* At the end of the four minutes call time. Observers are given two minutes to discuss the grids and relevant observations with the listeners. Speakers may share their reactions, too.

**Round 2**

Change roles; A becomes the listener, B becomes the observer, and C becomes the speaker. Repeat same procedure as for round 1 (same topic).

**Round 3**

Change roles; A becomes the observer, B becomes the speaker, and C becomes the listener. Repeat same procedure as for round 1 (same topic).

*If you prefer, you may copy and reproduce the Listening Observation Grid included in this activity card. Or reproduce it on chalkboard or chart paper for students to copy themselves.





The following chart may be reproduced on the chalkboard to allow students to see what role they play in each round:

| Role Played | Round 1 | Round 2 | Round 3 |
|---|---|---|---|
| Speaker | A | C | B |
| Listener | B | A | C |
| Observer | C | B | A |

3. *Analysis:*
   After all three rounds are completed, ask the students to return to their regular seating for a discussion. Begin by asking them to hold their questions for awhile and just respond with their comments. Ask them:
   1. *"How did it feel to try to paraphrase another person?"* A lively discussion will probably ensue. Listen acceptingly to individual responses, saving your own comments until later.

   Other discussion leads are:
   2. *"How did you feel as someone paraphrased what you were saying?"*
   3. *"How did you react to being the observer?"*
   4. *"Why do you think I had one person be the observer for each round?"*

   After the discussion invite their questions and answer them. Frequently individuals report having difficulty with paraphrasing.
   As a rule, someone will also report that paraphrasing feels unnatural. Your final remarks in this activity should speak to these issues. Point out that paraphrasing is not appropriate in all conversations, but sometimes it is a handy tool to use if and when we choose to use it. It's true that it isn't easy; it takes a lot of practice. Any new behavior feels unnatural in the beginning, but as we practice the new behavior, it may become a habit. Paraphrasing and the other communication facilitators are good habits to develop if we are to work and live effectively with others.

# "The Johari Window"

**A Teacher Presentation and Class Discussion**

A10 **Description:**

A facilitator presentation that allows students to see how people become more open and authentic. A discussion may follow.

**Objectives:**

to introduce the concept of openness to students in a simple way and to allow them to become familiar with some of the most important factors in healthy personality development

**Time needed:**

ten to twenty minutes

**Materials needed:**

chalkboard and chalk, or chart paper and magic markers in various colors

**Procedure:**

Prepare for this activity by drawing the following diagram on the chalkboard or chart for the students to see as they enter the class:

**The Johari Window**

| | things known to others | things unknown to others |
|---|---|---|
| things known to self | | |
| things unknown to self | | |

Begin the activity by explaining to the students that *The Johari Window* was created by two men named Joe and Harry* who wanted a clear way to show how small-group interaction can help people develop healthy personalities.

Next point to each square or "pane" in the window and explain—

—*top, left hand square:* "This square is for the things that are known to others and to ourselves. For example, you know that I am wearing a blue shirt and I know it, too." (Write the word OPEN in the middle of this square.)

—*top, right hand square:* This square is for things that are not known to others, but are known to ourselves. For example, I known what my opinions are about certain things, but if I haven't told you what they are, you don't know them." (Write the word PRIVATE in the middle of this square.) Add, "Everyone has right to privacy."

—*lower, left hand square:* "This square represents the things that are known to others, but unknown to ourselves. For example, you might know that there is a piece of food stuck in my teeth that shows when I smile, but I don't know it." (Write the word BLIND in the middle of this square.)

—*Lower, right hand square:* "This square represents the things that you don't know about me and I don't know about myself. It's closed. These may be things that were hidden and are now forgotten." (Put a ? in the middle of this square.)

After going through these steps the diagram should look like this:

**The Johari Window**

| | things known to others | things unknown to others |
|---|---|---|
| things known to self | OPEN | PRIVATE |
| things unknown to self | BLIND | ? |

At this point explain the following:

—"All people always have private, blind and closed parts to their personalities. There's nothing wrong with these parts. They are real. However, the larger the open areas or 'panes in our windows' become, the more we understand ourselves and the more contact we have with other people. We also find that we are comfortable more often just being our real selves. We don't feel the need to act in phony ways."

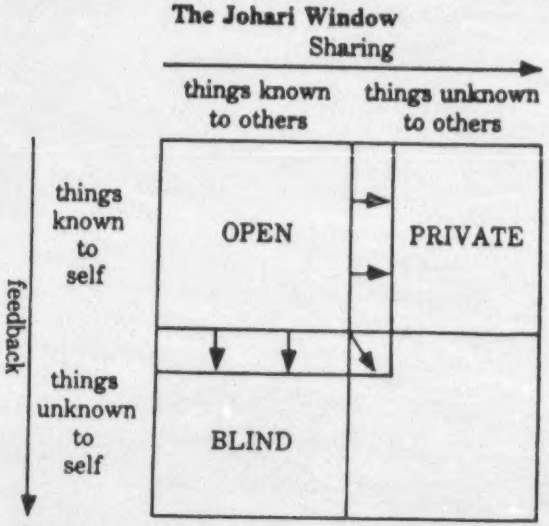
—"We make the *open* area bigger when we honestly share our experiences, thoughts and feelings with other people (the way we do in Yo Puedo Circle sessions.)" (Write the word SHARING at the top of the diagram with an arrow pointing to the right.)

—"We also make the *open* area bigger when we receive feedback from others." (Write the word FEEDBACK on the left hand side of the diagram with an arrow beside it pointing downward.)

—"When the *open* area gets bigger it starts to look like this."

(Re-draw the "open" window pane and insert small arrows as shown below.) The completed diagram looks like this:

**The Johari Window**




**Conclusion:**

Respond to students' comments and questions. Then tell them that one of the major goals of *Yo Puedo* is to give them opportunities to widen their open areas.

*Joseph Luft and Harry Ingham. (See references.)

APPENDIX L

## THE POLICY - MAKING GROUP MEETING

These are meetings of the total class to develop behavior norms and classroom policies through the participation of everyone in the class, including the teacher. The main purpose of such meetings is for "anticipating problem-solving"....setting policies that will reduce the occurence of conflicts in the classroom.

1. Objectives:

   To arrive at mutually acceptable rules or policies that will govern the behavior of the members of the class.

2. The teacher's Role

   (a) Facilitator of the problem-solving process

   (b) Helping the class arrive at specific decisions, acceptable to both students and teacher

   (c) Use of Active Listening to clarify ideas

   (d) May contribute own ideas and feelings

   (e) Sees to it that policies are made covering all major behavioral situations such as:

   Getting into seats
   Starting class
   Speaking out during various classroom activities
   Listening to others
   Handling materials or equipment
   Leaving the room during class
   Treatment of others
   Ending the class

   (f) Agenda required

   (g) Recording function required

APPENDIX M

## QUESTIONNAIRE - CLASS PRIVILEGES

Name _____

The following information is going to be used to help gain your cooperation and hopefully, make our class fun, interesting and a place where we will really learn. Please think about your answers carefully and write them clearly.

1. List things you would enjoy doing alone at your desk as a reward for getting your work done. This activity cannot interfere with others, who might be working too.

   a. _____

   b. _____

   c. _____

2. List things you would enjoy doing in a small group or with the whole class participating. These activities would not have to be done quietly, but the students would remain in their seats.

   a. _____

   b. _____

   c. _____

3. List the things you presently dislike doing in our class.

   a. _____

   b. _____

   Now, recommend ideas that you feel could be done to change or replace the things you don't like.

   a. _____

   b. _____

4. List things you like about our class that you wish to continue doing. Also list your favorite school activities whether in this room, in another room, or outdoors, etc.

   a. _____

   b. _____

   c. _____

   d. _____

APPENDIX N

## HOW TO COMMUNICATE WITH PARENTS

1. Accept parents as people who have the same feelings and problems as ourselves.
2. Never talk down to parents in a condescening tone or expression.
3. Use language that is not difficult for parents to understand and accept.
4. Try to understand the parent's point of view.
5. Limit the scope of ideas and suggestions to appropriate and meaningful information.
6. Do not use generalized words as LAZY and NERVOUS.
7. Avoid downgrading educational materials in popular magazines and publications and promote that which is accurate and helpful.
8. Emphasize the positive and "Can Do" behavior of the student rather than the negative and "Can't do" behavior.
9. Be "armed" with knowledge of the community's behavior patterns and the family constellation.
10. Accept decisions and conclusions as tenative so that neither parent or consultant feel compelled to defend positions previously taken.
11. Avoid assuming that there is a single best plan or one sure "cure".
12. Try to alleviate guilt feelings of parents.
13. Encourage parents to verbalize what they understand about concepts, plans and terminology.
14. Strive toward a mutual understanding of both short and long range goals.
15. Understand the parents' perceptions of the situations.

THE CONFLICT-RESOLUTION GROUP MEETING

These are meetings involving either the total class or part of a class for the purpose of arriving at mutually acceptable solutions to conficts that may arise in class between teacher and students or between student and student.

1. Objectives:

   (a) To define the basic or fundamental problem or conflict

   (b) To reach a mutually acceptable resolution of the conflict and a commitment from each.

2. The Teacher's role

   (a) Must send clear "I-messages"...confrontation

   (b) Must use Active Listening to demonstrate understanding of the student's feelings

   (c) Must push for a mutually acceptable solution, acceptable to her as well as the student (s)

   (d) Must decide who is to be involved in the conflict-resolution

      (1) Teacher and total class

      (2) Teacher and one student

      (3) Teacher and two students in conflict between themselves

      (4) Teacher and several students

   (e) Must decide whether it is most appropriate to do the problem-solving in class or out of class.

NOTE: Our experience indicates most strongly that classroom discussions such as these simply will not work unless the entire group, including the teacher, is seated in a circle. In the ordinary classroom, this involves moving the seats or desks which may seem cumbersome or inconvenient. Again, however, experience shows that the children can handle the furniture moving quickly and skillfully, both to and from the circle arrangement, and that the results in terms of successful meetings are so superior that the move is definitely worth the effort.

## How to Help Young People Establish Values

Raths, Harmin, and Simon list seven traditional ways in which teachers have tried to help young people establish their values.

1. Setting an example either directly, by the way adults behave, or indirectly by pointing to good models in the past or present.

2. Persuading and convincing by presenting arguments and reasons for this or that set of values and by pointing to the fallacies and pitfalls of others.

3. Limiting choices by giving children choices only among values "we" accept.

4. Inspiring by dramatic or emotional pleas for certain values.

5. Rules and regulations intended to contain and mold behavior until it is unthinkingly accepted as "right".

6. Cultural or religious dogma presented as unquestioned wisdom or principle.

7. Appeals to conscience, appeals to the still, small voice that we assume is within the heart of everyone.

They admit that these methods have value in controlling behavior and in forming beliefs and attitudes, but they assert that they cannot lead to establishing values in the sense in which they are talking of values, "values that represent the free and thoughtful choice of intelligent human beings interacting with complex and changing environments." Instead, they recommend seven steps which the teacher should employ to help young people develop the process of valuing:

1. Encourage young people to make choices, and to make them freely.
2. Help them discover and examine available alternatives when faced with choices.
3. Help young people weigh alternatives thoughtfully, reflecting on the consequences.
4. Encourage young people to consider what it is that they prize and cherish.
5. Give them opportunities to make public affirmations of their choices.
6. Encourage them to act, behave, live in accordance with their choices.
7. Help them to examine repeated behaviors or patterns in their life.

This approach does not mean that the teacher turns the young people completely loose to run their own lives and the classroom. It means working with them to help them form their own values in those areas in which they are capable of forming them. These areas are restricted, but the important thing is that the young people are learning the process of establishing values. The teacher does not abdicate or negate his own values, but presents them as his or her values. It is not easy. Mistakes and blunders will be made. But in times like ours, when change is occurring so fast and when life is so complex, this may well be the most effective way of developing convinced dedicated persons.

## VALUE CLARIFICATION GROUP COUNSELING MODEL

PURPOSE: To provide participants an opportunity to explore, discuss, and clarify their own values in a close, personal group atmosphere.

SIZE: 6-10 participants

LENGTH: 8-10 group sessions: 1 to 1 and ½ hours in length

## GROUP COUNSELING PROCESS

| | Get Acquainted Phase (Warm up) | | Formation of Group Trust | | Commitment Phase | | Working-Relating Phase | | Transition (Ending Phase) | |
|---|---|---|---|---|---|---|---|---|---|---|
| Suggested Value Clarification Activities | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Session 7 | Session 8 | Session 9 | Session 10 |
| | 1-Voting Questions 2-Rank Orders | Repeat any previous exercise 3-Value Continuums | 1,2,3, 4-Proud Whip | 1,2,3,4, 5-Value Sheet Reflection, 6-Role Playing | 1,2,3,4,5, 6, 7-Public Interview | 1,2,3,4,5, 6,7, 8-Group Interview 9-Sentence Stems (I will statement) | 10-Action Project 11-Values Action Search<br>Repeat any process | | Internalization and congruent demonstratable value behaviors (Is it a pattern in your life) | |

CHOOSING PRIZING ACTING

VALUING PROCESS

GROUP COUNSELING EXPERIENCE